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Reading Scholarly Articles

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Reading Scholarly Articles

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<http://bit.ly/hilarykraus-nelig2018-presentation>

A little context



- First Year English instruction
- Embedded librarian/multi-visit model
- Standard sessions + customization for faculty

The info gap



- Students struggling to read & understand scholarly research articles
- Faculty member requested a lesson to address this

Planning process



- Very limited time frame to create new lesson
- Hunted down lessons that could be adapted
- Faculty member identified some article options

Learning Outcomes



- Apply effective article reading techniques
- Analyze article content and restate concepts
- Compare characteristics of scholarly and popular articles

Origins/inspiration



- How to Read (and Understand) a Social Science Journal Article
 - Frederique Laubepin
 - https://www.icpsr.umich.edu/files/instructors/How_to_Read_a_Journal_Article.pdf
- Lesson Plan: Reading and Synthesizing Journal Articles
 - Brianne Markowski
 - <https://digscholarship.unco.edu/infolit/6/>
- Scholarly Article Autopsy
 - Krista Bowers Sharpe
 - <https://www.projectcora.org/assignment/scholarly-article-autopsy>

Setting the stage



- Short intro presentation
- Handouts
- Students break into teams of two

Activity guidelines



Strategy for Reading Scholarly Articles

1. Read the **Title & Abstract**
2. Read the **Introduction**
3. Skip to the **Discussion & Conclusion**
4. Go back to the **Methods & Data**
5. Skim the **Results**

What is the article about?

What is the research question?

What are the key findings?

Who were the participants?

What did they do during the experiment?

Part 1



- Part 1: Teams analyze a scholarly article
 - Students received article and worksheet
 - Lots of talking, annotating, writing within teams
 - Librarian & faculty member coached student teams
 - Took up most of the class time

Part 2



- Part 2: Teams compare scholarly to popular article
 - Popular article was a course reading they'd seen before
 - Teams generally finished in 5-10 minutes

Part 3



- Part 3: Class discussion
 - We only had about 5 minutes for this
 - Students were very engaged and had lots of ideas to share



Questions? Thoughts?

A little help?



- Worksheet question clarity & usefulness
- Questions to emphasize in class discussion
- Strategies for trimming activity time
- Adapting for a 50 minute class
- Assessment ideas



Hands-on time

- Read through the questions on both worksheets
- In your team, answer questions 1, 4, & 5 in Part 1
- For question 5: open “mccoy 2013” pdf at the link below

<http://bit.ly/hilarykraus-nelig2018-docs>



Thanks!

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Lesson materials & presentation:
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